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ABSTRACT

This trainer's manual is a companion volume to five local handbooks developed to support specialized implementation of the National Career Development Guidelines in elementary schools, middle and junior high schools, high schools, post-secondary institutions, and business organizations. It describes a 2-day training workshop for members of local steering committees in institutions that are committed to using the National Career Development Guidelines products to improve existing programs and that have obtained administrative endorsement for the improvement effort. The major purpose of the training workshop is to help the steering committee understand the implementation strategies and develop a managerial plan. Part I of the trainer's manual provides an introduction to the training process and contains information that will help the team design and prepare for the training workshop. Topics include an overview of the National Career Development Guidelines Project, uses of the manual, trainers' qualifications, training workshop design, sample training agenda, and preparation checklist. Part II gives complete instructions needed to conduct the training workshop and is organized around actual training workshop sessions providing orientation, introduction, planning activities, development activities, implementation activities, steering committee management plan, and workshop wrap-up and evaluation. The guide also contains 14 handouts and 30 transparencies that are needed to conduct the training workshop. (NB)

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Established by Congress in 1976, the National Occupational Information Coordinating Committee (NOICC) is a Federal interagency committee whose primary mission mandates improving communication and coordination among developers and users of labor-market information. It functions as a coordinating committee with members representing nine agencies within the U.S. Departments of Labor, Education, Commerce, Defense, and Agriculture. NOICC is mandated by Congress:

» To help states use occupational and labor-market information to design effective vocational education and employment and training programs.

» To help states provide sound information about education, jobs, occupations and careers for individual career decision-making.

National Career Development Guidelines
Trainer's Manual

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
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TABLE OF CONTENTS

PREFACE iii
OVERVIEW v
PART I: INTRODUCTION TO THE TRAINING DESIGN
Overview of the National Career Development Guidelines Project 1
Uses of the Trainer's Manual 1
Trainers' Qualifications 2
Training Workshop Design 3
Sample Two-Day Training Agenda 6
Checklist of Training Preparation Activities 7

PART II: TRAINING WORKSHOP
Session 1: Orientation 9
Session 2: Introduction 11
Background 11
Comprehensive Programs 13
Benefits 16
National Career Development Guidelines--Overview 18
Session 3: Planning Activities 21
Planning Overview 21
Committees and Subcommittees 21
Needs Assessment 24
Establish Standards 27
Session 4: Development Activities 29
Development Overview 29
Program Review 29
Designing Program Activities 30
Evaluation Design 32
Session 5: Implementation Activities 35
Session 6: Develop a Steering Committee Management Plan 37
Session 7: Workshop Wrap-up and Evaluation 39

HANDOUTS
1 Goals of the Training Workshop 43
2 Initial Program Review 45
3 Program Benefits 47
4 Benefits Summary 49
5 Readiness Checklist 51
6 Organizing Committees and Subcommittees 53
7 Needs Assessment Planning 55
8 Sample Standards 57
9 Program Review Information 59
10 Information About Program Activities 61
11 Evaluation Planning 63
12 Summary of Implementation Strategies 65
13 Steering Committee Management Plan 67
14 Workshop Evaluation Form 69

TRANSPARENCIES

1 Purpose of the National Guidelines
2 Uses of the National Guidelines
3 Historical Background
4 Guidelines' Development
5 States Implementing the Guidelines
6 Endorsements
7 Comprehensive Program Model
8 Comprehensive Programs
9 Program Plan
10 Trends and Issues
11 The Guidelines' Content
12 Competency Areas
13 Organizational Capabilities
14 Staff Competency Areas
15 Advantages of the Implementation Strategies
16 Implementation Strategies
17 Planning Tasks
18 Organizational Structure
19 Benefits of Needs Assessment
20 Needs Assessment Tasks
21 Establish Standards Tasks
22 Indicators and Standards
23 Development Tasks
24 Program Review Questions
25 Design Evaluation
26 Evaluation Process
27 Product Evaluation Terms
28 Implementation Tasks
29 Staff Competency Areas
30 Evaluation Report

PREFACE

The National Career Development Guidelines initiative sponsored by the National Occupational Information Coordinating Committee (NOICC) is a collaborative effort involving leadership in career guidance and counseling from the national, state, and local levels. It represents a major nationwide effort to foster excellence in career development programs, kindergarten through adult.

This initiative has resulted in the development of a series of local implementation handbooks for the following program settings: *Elementary Schools*, *Middle/Junior High Schools*, *High Schools*, *Post-secondary Institutions*, and *Community and Business Organizations*. These five products along with this *Trainer's Manual* were field tested in ten states through model demonstration grants from NOICC. The *Trainer's Manual* is designed to be used by qualified trainers to train local steering committees in the process of implementing the National Career Development Guidelines. This manual continues the emphasis that NOICC has placed on providing training materials for counselor educators and supervisors.

The *Trainer's Manual* was developed by the North Dakota State Occupational Information Coordinating Committee (SOICC) and subsequently revised through a grant to the Oregon Occupational Information Coordinating Committee (OOICC). I would like to thank several individuals who worked on this effort. First, Dr. Dan Marrs, Executive Director of the North Dakota Occupational Information Coordinating Committee, and Nancy Hargis, Executive Director of the Oregon Occupational Information Coordinating Committee, provided administrative support. Dr. Juliet Miller, Columbus, Ohio, and Dr. Janet Treichel, Herndon, Virginia, developed the *Trainer's Manual*. Valuable input was given by those who reviewed the manual and piloted the training design during NOICC-sponsored training to those states that received grants, especially Dr. Norman Gysbers, University of Missouri-Columbia and Linda Pfister, Orlando, Florida.

Finally, I would like to thank Dr. Mary E. McCormac who provided the project leadership at NOICC.

JULIETTE N. LESTER
Executive Director
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OVERVIEW

Increasing attention has focused on the need for high quality programs that provide youth and adults with the competencies necessary to identify, understand, and address their career-related needs. The National Career Development Guidelines initiative represents a major nationwide effort to foster career development at all levels.

The purpose of the guidelines is to serve as a catalyst for the development of standards at the state and local levels. The National Career Development Guidelines include statements of desired career development competencies and indicators, personnel requirements and organizational capabilities that provide the underpinning for a comprehensive career development program. Standards based on these guidelines will define an acceptable level of performance and are the criteria against which the adequacy and effectiveness of programs can be evaluated and improved.

This series of products addresses the establishment and implementation of standards at the local level. The *National Career Development Guidelines: Trainer's Manual* is one of six products in this series. The five other products contain the National Guidelines and implementation strategies tailored for five program settings including community and business organizations, post-secondary institutions, high schools, middle/junior high schools, and elementary schools.

The purpose of this *Trainer's Manual* is to provide the design for a training workshop that will support the use of the National Guidelines products. The workshop is designed to train local steering committee members from organizations that are committed to using the National Guidelines. It is recommended that an administrator also attend training to strengthen organizational commitment. Selected sessions of the training design can also be used in brief awareness sessions to introduce the National Guidelines and in preservice education programs.

The goal of training is to help the steering committee understand the implementation strategies and develop a management plan for completing the process. It is also suggested that key administrators attend training so that they can better understand the benefits and commitments related to implementing the guidelines. It is strongly recommended that the trainees review the National Career Development Guidelines' product for their program setting prior to training so that they have a working knowledge of the guidelines and the implementation process.

It is recommended that training be conducted by a two- or three-person team of qualified trainers that includes a member of the NOICC National Career Development Guidelines Training Cadre, state department personnel, staff from the state occupational information coordinating committee (SOICC) or state career information delivery system (CIDS), counselor educators, local school, institution, or agency staff, and/or other qualified persons. NOICC has initiated and prepared a cadre of qualified trainers for the National Career Development Guidelines. Members of this cadre can enhance state and local training resources.

A list of the Cadre members is available from:

Andrea Baker
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Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, Oregon 97204
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Part I of this *Trainer's Manual* provides an introduction to the training process and contains information that will help the team design and prepare for the training workshop. Topics include an overview of the National Career Development Guidelines Project, uses of the *Trainer's Manual*, trainers' qualifications, training workshop design, sample training agenda, and preparation checklist.

Part II gives complete instructions needed to conduct the training workshop and is organized around actual training workshop sessions including orientation, introduction, planning activities, development activities, implementation activities, steering committee management plan, and workshop wrap-up and evaluation.

This guide also contains 14 handouts and 30 transparencies that are needed to conduct the training workshop.

PART I: INTRODUCTION TO THE TRAINING DESIGN

Overview of the National Career Development Guidelines Project

This *Trainer's Manual* is a companion volume to the five Local Handbooks which support specialized implementation of the National Career Development Guidelines.

The purpose of this *Trainer's Manual* is to provide the design for a training workshop that will support the use of the National Career Development Guidelines products. Specific goals of the training workshop are to help participants:

1. Become familiar with the National Career Development Guidelines products.
2. Better understand the basic concepts related to career development and to career guidance and counseling programs.
3. Better understand the career development competencies and indicators that are recommended by the National Career Development Guidelines.
4. Better understand the National Career Development Guidelines program implementation strategies.
5. Conduct team building to help the steering committee function more effectively.
6. Increase motivation and interest in implementing the National Career Development Guidelines.
7. Identify resources that can support implementation.
8. Develop an implementation management plan.

Uses of the Trainer's Manual

This *Trainer's Manual* describes a training workshop for members of local steering committees in institutions that are committed to using the National Career Development Guidelines products to improve existing programs and that have obtained administrative endorsement for the improvement effort. The major purpose of the training workshop is to help the steering committee understand the implementation strategies and develop a management plan. The design is flexible enough to permit several steering committees from different institutions to attend the same training session. The training workshop will require two days.

The training workshop design can be modified to meet other needs such as the following:

Extended Training for Steering Committees. An alternate design for the steering committee is to provide this training in several separate sessions over an extended period of time. For example, a one-day session might be conducted at the beginning of the implementation strategies that covers the orientation, introduction and planning activities sections. The sections on development activities and implementation activities could be presented later when the steering committee members have completed their planning activities.

Awareness and Motivation. A one-half day workshop can be conducted to help individuals or groups decide whether they want to use the National Career Development Guidelines products to improve their program. Session 2: Introduction in the *Trainer's Manual* should be used for an awareness and motivation seminar.

Pre-service Counselor Education. To provide an overview of the National Career Development Guidelines products for students in pre-service counselor education programs, training sessions and activities can be tailored to be compatible with course length and the number of class sessions. These training materials are particularly appropriate for use in courses on program organization, management and administration or on career development and information.

Trainers' Qualifications

It is recommended that training be conducted by a training team of two to three trainers, that includes state department guidance staff, staff from the state occupational information coordinating committee (SOICC) or state career information delivery system (CIDS), counselor educators, local school, institution, or agency staff, and/or other qualified persons.

Members of the training team should be familiar with the National Career Development Guidelines products. At a minimum, they should have thoroughly read one of the five products and reviewed each of the products for the various program settings that will be represented during the training workshop. Preferably, trainers should have attended a training workshop based on the products.

The training team needs proven expertise in the areas of career development, career guidance and counseling, career information resources, curriculum development, and program evaluation. Furthermore, each member of the training team should have previous experience as a trainer with expertise in facilitating small groups.

In addition to the training team, the workshop design suggests the use of several types of resource persons during the training workshop. State and local level personnel with expertise in media and library facilities and resources, curriculum development, assessment and evaluation, and career information resources are such resource persons.

NOICC has established a National Career Development Guidelines Training Cadre of qualified trainers who can enhance state and local training resources. A list of cadre members is available from:

Andrea Baker
NOICC Training Support Center
Education and Work Program
Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
(503) 275-9595

Training Workshop Design

Session 1: Orientation	**Purpose:**	The purpose of this session is to give introductions, provide an overview of the training workshop, and set a positive climate for training.
	Total Time:	1 hour
	Large Group Activity:	Introductions
	Lecture:	Workshop Overview
	Group Activity:	Group Strengths
Session 2: Introduction	**Purpose:**	The purpose of this session is to provide an introduction to the National Career Development Guidelines including background, benefits, and overview of their content and the recommended implementation strategies.
	Total Time:	2 1/2 hours
Background	**Lecture:**	Background of the National Career Development Guidelines
	Optional Activity:	Video
Comprehensive Programs	**Lecture:**	Comprehensive Career Guidance and Counseling
	Team Activity:	Initial Program Review
Benefits	**Lecture:**	Current Trends and Issues
	Large Group Activity:	Identifying Benefits
National Career Development Guidelines--Overview	**Lecture:**	Overview of Local Handbook
	Team Activity:	Readiness Checklist
Session 3: Planning Activities	**Purpose:**	The purpose of this session is to introduce the planning activities and provide specific information related to forming committees and subcommittees, conducting needs assessment, establishing standards and planning evaluation.
	Total Time:	3 hours
Planning Activity	**Lecture:**	Overview of Planning Tasks
Committees and Subcommittees	**Lecture:**	Overview of Committees and Subcommittees
	Team Activity:	Organizing Committees and Subcommittees

Session 3: Planning Activities-Cont'd

Needs Assessment	**Lecture:**	Career Development Competencies
	Group Activity:	Review of the Competencies and Indicators
	Lecture:	Needs Assessment
	Group Activity:	Needs Assessment
	Team Activity:	Initial Planning for Needs Assessment
Establish Standards	**Lecture:**	Setting Standards
	Group Activity:	Establish Standards

Session 4: Development Activities

	Purpose:	The purpose of this training session is to introduce the development activities and provide specific information related to conducting a program review, designing new program activities, planning evaluation, and identifying staff development needs.
	Total Time:	3 1/2 hours
Development Activities	**Lecture:**	Overview of Development Activities
Program Review	**Lecture:**	Program Review
	Group Activity:	Sources of Program Review Information
Designing Program Activities	**Group Activity:**	Identifying Program Development Resources
	Group Activity:	Designing Program Activities
Evaluation Design	**Lecture:**	Program Evaluation
	Group Activity:	Designing Measures
	Team Activity:	Evaluation Planning

Session 5: Implementation Activities

	Purpose:	The purpose of this training session is to introduce the implementation activities and provide specific information related to conducting staff development, monitoring program implementation and using evaluation results.
	Total Time:	1/2 hour
	Lecture:	Overview of Implementation Activities

Session 6: Develop a Steering Committee Management Plan

Purpose: To give local steering committees the opportunity to use the information from training to develop a management plan.

Total Time: 2 hours

Lecture: Management Plans
Team Activity: Developing a Steering Committee Management Plan

Session 7: Workshop Wrap-up and Evaluation

Purpose: To clarify final questions from trainees and evaluate the training workshop.

Total Time: 1 hour

Group Discussion: Questions, Forms and Certificates
Individual Activity: Workshop Evaluation Instrument

Sample Two-Day Training Agenda

First Day

8:30-9:30 Workshop Orientation

9:30-12:00 Introduction

- Background
- Comprehensive Career Guidance Programs
- Benefits of Comprehensive Programs
- Overview of the National Career Development Guidelines

12:00-1:00 Lunch

1:00-4:00 Planning Activities

- Planning Tasks
- Committee and Subcommittees
- Needs Assessment
- Standards

Second Day

8:30-12:00 Development activities

- Overview Development Tasks
- Program Review
- Designing Program Activities
- Evaluation

12:00-1:00 Lunch

1:00-1:30 Implementation Activities

1:30-3:30 Steering Committee Planning

3:30-4:00 Wrap-up and Evaluation

Checklist of Training Preparation Activities

____ 1. Identify members of training team (refer to previous section, Trainer's Qualifications).

____ 2. Determine purpose of the training and select appropriate training design (refer to previous section, Uses of the Trainer's Manual).

____ 3. Secure training facility.

____ 4. Announce training location and dates to trainees.

____ 5. Identify and invite resource persons such as --

» State personnel representing guidance, the State Occupational Information Coordinating Committee (SOICC), career information delivery systems (CIDS), library and/or media services, postsecondary education, assessment and evaluation, Job Training Partnership Act (JTPA), and/or vocational rehabilitation.

» Local personnel including coordinators of guidance, student services, agency programs, curriculum, library and media services and/or assessment and evaluation.

» Counselor educators from higher education institutions in the state or local area.

» Representatives of state or local branches of professional associations such as the American Vocational Association (Guidance Division), the American Association for Counseling and Development and its divisions, American Association for Community and Junior Colleges, American Association for Adult and Continuing Education, and other key professional groups.

____ 6. Prepare training workshop materials:

» Distribute copies of the National Career Development Guidelines products for appropriate setting to trainees prior to training so they are familiar with the materials.

» Provide or ask trainees to bring 3-ring notebooks.

» Develop agenda.

» Reproduce handouts.

» Make transparencies.

» Secure copies of National Career Development Guidelines video, fact sheet, and awareness brief.

» Prepare name tags.

____ 7. Arrange equipment and facilities:

» Flip charts

» Table to display materials

» Overhead projector

» Video player

» Microphone and podium or head table

» Seating arrangement--tables set for small groups

» Refreshments and meals

____ 8. Provide incentives for training:

» Arrange continuing education credit from colleges or universities and provide appropriate forms at workshop.

» Arrange continuing education units for certification or licensure.

» Provide certificates of attendance.

» Send letters verifying attendance to trainees' supervisors.

PART II: TRAINING WORKSHOP

Session 1: Orientation

Purpose: The purpose of this session is to give introductions, provide an overview of the training workshop, and set a positive climate for training.

Total Time: 1 hour

Large Group Activity: Introductions (10 minutes)

1. Introduce state and local leaders.
2. Have leaders welcome trainees and communicate their commitment to the implementation effort.
3. Have trainers introduce themselves by giving their name, institution, and a description of their experience related to career guidance and counseling.

Lecture: Workshop Overview (10 minutes)

1. Distribute *Handout 1: Goals of the Training Workshop*, review the goals of training and answer any questions that trainees may have.
2. Review the training workshop agenda and clarify the following:
   - » This is an introductory workshop. The National Career Development Guidelines products contain additional information that will be helpful to the Steering Committee members as they complete the steps in the implementation strategies.
   - » The Steering Committee members may want to seek additional training and assistance from both internal and external resource persons throughout the implementation strategies.
   - » Success of this training workshop will depend on the willingness of trainees to participate actively and share ideas with each other.
   - » Although a variety of ideas will be provided during training, trainees will want to assess their usefulness for their setting.
3. Review the logistics of the workshop with trainees including:
   - » Breaks
   - » Meals
   - » Provisions for messages
   - » Evening activities

Session I: Orientation-Cont'd

Group Activity: Group Strengths (40 minutes)

1. Ask trainees to find someone who shares the same birth month.

2. After they have found that person, ask them to interview him or her to identify: (a) one life accomplishment of which he or she is particularly proud and (b) the key skills and information that he or she has that will be useful to program improvement activities. Ask trainees to be prepared to introduce the person to the total group.

3. Give trainees time to interview each other. Call time after ten minutes and ask them to exchange roles so each has time to complete their interview.

4. After both people have been interviewed (about 20 minutes), have trainees introduce each other to the total group.

Session 2: Introduction

Purpose: The purpose of this session is to provide an introduction to the National Career Development Guidelines including background, benefits, and overview of their content and the recommended implementation strategies.

Total Time: 2 1/2 hours

Background

Time: 30 minutes

Goal: Describe the background of the National Career Development Guidelines

Lecture: Background of the National Career Development Guidelines

1. Use *Transparency 1: Purpose*.

   » The purpose of the National Career Development Guidelines is to stimulate national, state, and local activities that result in improved career development programs.

2. Use *Transparency 2: Uses*. The primary uses of the National Career Development Guidelines are to:

   » Strengthen career development programs at all levels.

   » Enhance the achievement of career development competencies.

   » Develop state and local career development standards.

   » Improve existing programs.

   » Support program evaluation.

3. Use *Transparency 3: Historical Background*. The National Occupational Information Coordinating Committee (NOICC) sponsored the National Career Development Guidelines project in response to the interest of several groups including:

   » The National Career Development Association

   » The American Vocational Association's Guidance Division

   » State Supervisors of Guidance

   » Other groups interested in developing guidelines for career guidance to support the implementation of the Carl D. Perkins Vocational Education Act (1984).

Session 2: Introduction-Cont'd

4. Use *Transparency 4: Guidelines' Development.* Several groups and states have been involved in the development of the National Career Development Guidelines to ensure that they are comprehensive and that they represent national consensus. These have included:

   » **National Leaders** -- Project Leadership Team that included representatives of the American Vocational Association's Guidance Division, the National Career Development Association, the Association for Counselor Education and Supervision, the American School Counselor Association, the American Association for Counseling and Development, the U.S. Department of Education - Office of Vocational and Adult Education, and NOICC.

   » **Practitioners** -- The Project Review and Implementation Planning Group included members from the state, local and business and industry settings, representing all levels of career guidance and counseling practice.

   » **Career Development Experts** -- The Expert Review Panel that included national experts in career guidance and counseling.

   » **State Grants** -- Grants to states to use the National Career Development Guidelines to strengthen or develop state-level career development program standards or guidelines.

   » **Local Pilot Sites** -- Grants through states to local program sites to use the National Career Development Guidelines to strengthen existing programs.

5. Use *Transparency 5: States Implementing the Guidelines.* Use of the National Career Development Guidelines is being tested through NOICC grants to support state disseminate and local level implementation. These grants include:

   » 1987 - 1989 Grants to four states to develop local implementation sites and to dissemination the results of these pilots to other sites.

   » 1988 - 1989 Grants to six additional states with emphasis on developing state-level guidelines and standards based on the National Career Development Guidelines. (total: 10 states)

   » 1989 - 1990 Grants to ten additional states to develop and disseminate state guidelines based on the National Career Development Guidelines. (total: 20 states)

   » 1987 - 1990 In addition to the NOICC grant states, at least four other states have used the National Career Development Guidelines to develop state guidelines.

Session 2: Introduction-Cont'd

6. Use *Transparency 6: Endorsements.* A number of national professional associations and groups have endorsed the National Career Development Guidelines:

   - » American Association of Counseling and Development (AACD)
   - » Association for Computer-Based Systems for Career Information (ACSCI)
   - » American School Counselor Association (ASCA)
   - » American Vocational Association's (AVA) Guidance Division
   - » Council of Chief State School Officers (CCSSO)
   - » National Association of State Career Development/Guidance Supervisors (NASCD/GS)
   - » National Association of State Occupational Information Coordinating Committees (NASOICC)
   - » National Career Development Association (NCDA)

Optional Activity: Video

Show the National Career Development Guidelines video to provide an overview of the guidelines and implementation strategies. (Video will be available in the Spring 1990 from the SOICC Director).

Comprehensive Programs

Time: 45 minutes

Goal: Provide a definition of comprehensive programs

Lecture: Comprehensive Career Guidance and Counseling

1. Use *Transparency 7: Comprehensive Program Model.*

   Note to trainer: The local handbooks for postsecondary institutions and community and business organizations use the term, career development program instead of career guidance and counseling program.

   - » Career guidance and counseling is an integral part of comprehensive guidance and counseling programs.
   - » Guidance and counseling programs typically address three main goal areas: personal/social goals, educational goals, and career goals.

Session 2: Introduction-Cont'd

- These three areas overlap and share goals. For example, goals related to self-esteem, self-awareness, and interpersonal relationships relate to both personal/social and career goals. Career information, information seeking, decision making, and placement goals relate to both educational and career goals.

2. Use *Transparency 8: Comprehensive Programs*. The purpose of the National Career Development Guidelines is to support the development and improvement of programs to ensure that they:

   - Are identifiable but integrated with other programs areas.
   - Are coordinated with other institutional or organizational programs and articulated with programs at other levels.
   - Enhance the career development attitudes, skills, and knowledge of program participants.
   - Use coordinated activities such as instruction, counseling, assessment, career information, placement, consultation, and referral.
   - Have a defined structure including qualified leadership, diversified staffing, adequate facilities, materials, financial resources, and effective management.
   - Are accountable with evaluation that addresses both participant outcomes and program strategies.

3. Use *Transparency 9: Program Plan*. During the implementation strategies, a *Career Guidance and Counseling Program Plan or Career Development Program Plan* will be developed, implemented, evaluated and revised. This plan will include:

   - **Mission**. A mission statement that clearly relates the purpose of the career development program to the organization.
   - **Career Development Standards**. Standards that state how and at what level the program participants will demonstrate achievement of the competencies and present a sequence for the delivery of the standards.

Session 2: Introduction-Cont'd

» **Program Description**. An overview of program strategies organized by each of the competencies. For each standard the following will be described:

Process.	The specific career development procedures for each standard.
Activities.	Specific activities for each standard.
Audiences.	The program participants who will experience each activity.
Staff.	The staff who will deliver each activity.
Schedule.	A schedule of when each of the activities will begin and end.

» **Program Structure**. The program structure will be described through the following:

Leadership.	A description of who will mange the program, their roles and responsibilities, and support requirements.
Staffing.	A description of each type of staff member, their roles and responsibilities.
Facilities.	A list of the types of facilities needed including physical space, equipment, materials, and supplies.
Budget.	A formal budget detailing the financial support required.
Management Plan	A management plan that includes a description of all management tasks needed to ensure successful implementation of the program.

» **Program Schedule**. A schedule for the delivery of the program with activities listed by month and group served.

» **Evaluation Plan**. A plan for evaluating the program and for using the results for program improvement.

Session 2: Introduction-Cont'd

4. Summarize that the goal of implementing the National Career Development Guidelines is to make programs more comprehensive through the use of a *Career Guidance and Counseling Plan* or a *Career Development Program Plan.*

Team Activity: Initial Program Review

1. **Note to trainer:** This and all Team Activities will give local steering committees an opportunity to apply information to their program. During *Team Activities,* trainees should meet with other members of their local steering committee.

2. Distribute *Handout 2: Initial Program Review* and ask trainees to meet with their local steering committee team.

3. Have each team review the current status of its program by discussing these questions.

4. When the teams have completed their discussions, reconvene the large group. Ask teams if they would like to share any general comments about their programs. Make this voluntary.

Benefits

Time: 45 minutes

Goal: Identify benefits of comprehensive programs

Lecture: Current Trends and Issues

1. Several social, economic, and educational trends are creating problems and concerns for organizations that provide career development programs.

2. Organizations are more likely to accept and support programs if program benefits relate to these problems and concerns.

3. Use *Transparency 10: Trends and Issues.* Some current trends and issues include:

   - **Changing Population.** The population demographics are changing. Career development programs are being challenged to respond to a greater diversity of individuals. This challenge includes the need to provide access to high quality programs that meet the unique needs of such groups as women, minorities, the poor, the handicapped and immigrants.

   - **Changing Workplace.** Workplace changes show a redistribution of available jobs, a more rapid rate of change that creates the need for more frequent career decisions, and new workplace demands for interpersonal, problem solving, and creative skills.

Session 2: Introduction-Cont'd

» **Family Involvement.** Family members greatly influence each other's career development. The trend toward more diverse family structures highlights the need for finding effective ways to combine work and family roles and to involve parents in their child's career development.

» **Program Excellence.** Defining program excellence is a high priority at all levels. Many national, state, and local groups are defining excellence in terms of program goals and standards. Staff are being challenged to develop programs that increase individual performance related to these standards.

» **Program Articulation and Coordination.** Programs are delivered by a variety of agencies, organizations, and educational institutions. Coordination and articulation are needed to avoid duplication of or gaps in the types of assistance received.

Large Group Activity: Identifying Benefits

1. Distribute *Handout 3: Program Benefits* and ask trainees to work alone and list one problem or concern and one program benefit for each of the five trends.

2. Next ask trainees to share with the large group and list ideas presented by other group members on their handout. Start with the first trend and ask each trainee to give one problem/concern and one program benefit. Be sure that each trainee gives only one suggestion and do not encourage discussion since the idea is to share as many ideas as possible. Trainees may pass if someone else has given their suggestion.

3. When trainees have given several suggestions about the first trend, continue this process for the other four trends.

4. Summarize the activity by telling trainees that the needs and benefits which they have listed can be used to communicate the benefits of their program improvement effort to others. Distribute *Handout 4: Benefits Summary* that summarizes benefits of programs.

Session 2: Introduction-Cont'd

National Career Development Guidelines--Overview

Time: 30 minutes

Goal: Give an overview of the National Career Development Guidelines Local Handbooks

Lecture: Overview of Local Handbooks

1. Have trainers turn to the table of contents of the *National Career Development Guidelines Local Handbook* and review the organization of the handbook.

   Note to trainer: There are five handbooks including community and business organizations postsecondary institutions, high schools, middle/junior high schools, elementary schools. Trainees should have the handbook that is most appropriate for their program setting.

2. Have trainees turn to *The Guidelines' Content* in Part I of the handbook and ask them to scan the section so they are familiar with the content of the *National Career Development Guidelines.*

3. Use *Transparency 11: The Guidelines' Content.* Stress that guidelines are provided for three areas:

   - Program participant competencies and indicators
   - Organizational capabilities
   - Personnel requirements

4. Use *Transparency 12: Competency Areas* and emphasize the following points:

   - The competencies and indicators describe the abilities, skills, and knowledge that individuals will achieve as a result of the program.
   - Competencies are broad career development goals whereas indicators describe specific abilities, knowledge, and skills that participants need to develop to achieve the competencies.
   - The competencies are organized by three broad areas including self-knowledge, educational and occupational exploration, and career planning.
   - The competencies are organized by four levels including elementary school, middle/junior high school, high school, and adult.
   - The competencies and indicators specify the intended outcomes of the program and will be used to develop standards that will guide program review, improvement, and evaluation.

Session 2: Introduction-Cont'd

5. Use *Transparency 13: Organizational Capabilities* and emphasize the following points:

   » Organizational capabilities include program structure and commitments, facilities, and training and materials.

   » The *Career Development Program Plan* is recommended as an effective way to describe the program to support implementation and evaluation.

6. Use *Transparency 14: Staff Competency Areas* and emphasize the following points:

   » These competencies specify the areas of knowledge and skills needed by counselors and other staff to deliver career guidance and counseling programs.

   » The staff competencies are organized around counseling, information, individual and group assessment, management and administration, implementation, consultation, and special populations areas.

7. Introduce the implementation strategies by explaining that they are designed to:

   » Help program staff use the National Career Development Guidelines to improve existing programs.

   » Be flexible and adapted to the size, staff, and resources of the organization.

8. Use *Transparency 15: Advantages of the Implementation Strategies* to clarify that the implementation process can help program staff:

   » Secure commitments and resources

   » Strengthen staff career development expertise

   » Team effectively

   » Clarify their roles and responsibilities

   » Implement the revised program on a reasonable time schedule

   » Involve key groups in the decision process

   » Use improvement resources effectively

   » Evaluate the outcomes of the program

Session 2: Introduction-Cont'd

9. Use *Transparency 16: Implementation Strategies.* The National Career Development Guidelines' implementation strategies can be used to improve programs by building on the strengths of the existing program.

   Note to trainer: The timelines are suggested but may be modified to meet organizational needs.

   This process includes the following steps:

   - Planning (Months 1-6)
   - Development (Months 6-12)
   - Implementation (Months 12-24)

10. Clarify that this training workshop will provide information about this implementation strategy and will help teams develop a steering committee management plan to guide the actual implementation process.

11. Several pre-planning activities will help secure the support and commitments needed for successful implementation. The following team activity will introduce these activities through the use of a Readiness Checklist.

Team Activity: Readiness Checklist

1. Distribute *Handout 5: Readiness Checklist* and ask trainees to meet with their local steering committee team.

2. Ask individual team members to complete the *Readiness Checklist* by checking those items that he or she thinks the team already has completed.

3. When all team members have completed the checklist, have the team discuss their answers to each of the items. As they discuss each item, have the team develop a plan for completing those activities that few team members think have been completed.

Session 3: Planning Activities

Purpose: The purpose of this session is to introduce the planning activities and provide specific information related to forming committees and subcommittees, conducting needs assessment, establishing standards and planning evaluation.

Total Time: 3 hours

Planning Overview

Time: 15 minutes

Goal: Give an overview of the planning activities.

Lecture: Overview of Planning Tasks

1. Use *Transparency 17: Planning Tasks*. The main tasks during this step are:
   - » Form committees
   - » Conduct needs assessment
   - » Establish program standards
   - » Plan for evaluation
2. Ask trainees to turn to the *Summary of Planning Tasks* at the end of the *Planning Section* in the Local Handbook and review the task related to planning.
3. Remind trainees that 6-8 months are required to complete these tasks but timelines can be flexible depending on staff time, resources, and other organizational priorities.

Committees and Subcommittees

Time: 45 minutes

Goal: Clarify the role and functions of committees and subcommittees.

Lecture: Overview of Committees and Subcommittees

1. Use *Transparency 18: Organizational Structure* and clarify the following:
   - » The design and delivery of comprehensive programs require a team approach.
   - » Several committees and subcommittee are recommended in the National Career Development Guidelines.
   - » If you have existing committees, e.g., a guidance advisory committee, use them rather than forming new committees.
   - » If your organization or institution is small, you may want to use fewer committees and assign multiple responsibilities to those committees that you do use.

Session 3: Planning Activities-Cont'd

2. The following committees and subcommittees are recommended:

   - **Steering Committee**. The coordination and management team that:

     Obtains administrative support
     Coordinates all implementation activities
     Involves other staff and resource persons
     Communicates with key groups.

   - **Advisory Committee**. A committee with broad representation from key groups such as management, staff, program users, public and private organizations, state-level personnel and counselors educators that:

     Reviews recommendations from the Steering Committee.
     Develops support for the revised program.
     Provides links to various constituencies.

   - **Needs Assessment Subcommittee**. A small group that designs, conducts, and analyses needs assessment information to set program improvement priorities.

   - **Program Design Subcommittee**. A small group that reviews the current program and coordinates the development of new activities to strengthen the program.

   - **Evaluation Subcommittee**. A small group that outlines, develops, and implements the program evaluation plan.

3. The Steering Committee chair, who is the program coordinator, should be a qualified counselor or career development specialist. The chair's responsibilities include:

   - Secure management support.

   - Establish communication procedures with management staff.

   - Recommend other members of the Steering Committee.

   - Plan and conduct Steering Committee meetings.

   - Delegate responsibility for specific tasks to committee members or other individuals or groups.

Session 3: Planning Activities-Cont'd

4. **The Steering Committee will vary in size according to your organization or institution's size and resources. Steering Committee members need to be interested in career development and committed to program improvement. The committee, comprised of program staff, will include counselors, administrators, instructional staff, and other key staff such as librarians. Committee members' responsibilities include:**

   - » **Review the National Career Development Guidelines to determine their compatibility with state and organizational policy, laws, regulations, and philosophy.**
   - » **Identify factors that may support or inhibit the implementation process.**
   - » **Assess resources needed for the implementation process.**
   - » **Develop and coordinate the administration of a needs assessment.**
   - » **Develop individual career development standards and the sequence of delivery.**
   - » **Review the current career guidance and counseling program in relationship to standards.**
   - » **Develop a program plan.**
   - » **Develop procedures for coordinating program activities with other agencies and organizations.**
   - » **Design and administer evaluation measures, using the results for program improvement.**
   - » **Provide training and resource assistance to enhance program implementation.**

Team Activity: Organizing Committees and Subcommittees

1. Distribute *Handout 6: Organizing the Committees and Subcommittees* and have trainees meet in teams.
2. Have the teams discuss and make tentative decisions related to each of the questions.

Session 3: Planning Activities-Cont'd

Needs Assessment

Time: 60 minutes

Goal: Clarify methods of conducting needs assessment

Lecture: Career Development Competencies

1. Have participants turn to *Figure 2: Career Development Competencies by Areas and Level* in Part I of the Local Handbook.

2. Review the following about the competencies:

   » The National Career Development Guidelines provide competencies and indicators that describe desired program outcomes.

   » These competencies and indicators are based on career development theory.

   » They have been developed with extensive input from professional groups at the national, state, and local levels.

   » A competency is a general goal, whereas indicators state specific career development knowledge, skills and attitudes.

   » Competencies and indicators are provided for four levels -- elementary school, middle/junior high school, high school, and adult.

   » The competencies and indicators are organized around three broad career development areas -- self-knowledge, educational and occupational exploration, and career planning.

   » The competencies reflect career development themes across the four levels.

3. Using Figure 2, review the competencies, stressing the developmental nature of the competency themes across the four levels.

Group Activity: Review the Competencies and Indicators

1. Organize trainees into small groups by level, that is, by elementary school, middle/junior high school, high school, and adult.

   Note to trainer: For this and other group activities, one of two options can be used:

   Option 1: Steering Committee.

   The group can be a Steering Committee from a specific program level.

Session 3: Planning Activities-Cont'd

Option 2: Simulated Organization.

The group can have members from different program settings and can use a simulated organization that the group develops. If this option is used, tell the trainees that they are the program staff for the simulated organization or institution which they are about to create.

Encourage the trainees to be creative as they develop their simulation. Ask each group to decide the answers to these questions about their simulated program:

- Where is your program located? area of country, size and type of community, etc.
- What is your organization or institution like? name, size, mission, type of staff, level of resources etc.
- What are your program participants like? specific age ranges, specific backgrounds and needs, etc.

2. Ask each group to turn to the Career Development Competencies and Indicators in Appendix A of the Local Handbook and work as a group to review the competencies and indicators for their program level. Encourage them to identify any terms or concepts that are not clear to them.

3. Provide time for the groups to ask for clarification of terms and concepts in the large group. Have participants stay in these groups during the next lecture.

Lecture: Needs Assessment

1. Each program needs to verify the appropriateness of the competencies and indicators for their participants and to be sure they are compatible with existing state and local standards.

2. Needs assessment provides information to help do this.

3. Use *Transparency 19: Benefits of Needs Assessment.* A needs assessment can help:

   - Identify career development needs of students.
   - Provide information for program planning.
   - Provide information to help gain policy makers' support.
   - Provide a basis for the selection and implementation of program activities.

Session 3: Planning Activities-Cont'd

4. Have trainees turn to the *Needs Assessment Form* in Appendix B of the Local Handbook. Review the form indicating that:

   » This is a sample form and may be modified as needed.

   » The form can be completed by adding all competencies and indicators for a specific level, e.g., adults.

   » The Current Achievement category is only used with program staff.

5. Use *Transparency 20: Needs Assessment Tasks.* Explain that the tasks related to conducting a needs assessment include:

   » Identifying the respondents.

   » Finalizing the needs assessment instrument.

   » Collecting data.

   » Analyzing data.

Group Activity: Needs Assessment

1. Have trainees meet again with the same group that they were with during the last activity.

2. Ask them to turn to the *Needs Assessment Form* in Appendix B of the Local Handbook for their level and to work individually to complete the *Needs Assessment Form* for their program (either the real or simulated program).

3. Next, have each group develop a group score by totaling points of all group members for each indicator on *importance, current achievement,* and *total* and dividing the total group score for each indicator by the number of people in the group to obtain a group average for each indicator.

4. Have each group member compare the group averages and to his or her individual ratings.

Team Activity: Initial Planning for Needs Assessment

1. Ask trainees to meet in local teams (steering committees) for this activity during which they will develop an initial plan for conducting a needs assessment for their own program.

2. Distribute *Handout 7: Initial Needs Assessment Planning.*

3. Ask the teams to discuss the questions on *Handout 7* and make tentative decisions about how they will conduct their needs assessment.

Session 3: Planning Activities-Cont'd

Establish Standards

Time: 45 minutes

Goal: Demonstrate how to set standards.

Lecture: Setting Standards

1. To develop measurable statements that describe desired program outcomes, standards must be developed for the indicators. These standards will specify how and at what level achievement of the indicators will be demonstrated.

2. Use *Transparency 21: Establish Standards Tasks.* The following tasks need to be completed to establish standards for use in program development and evaluation:

   » Select indicators.

   » Develop a standard for each indicator.

   » Develop a sequence for the delivery of the standards.

   » Document standards in the program plan.

   » Obtain administrative endorsement of the standards.

3. Needs assessment information is used to select indicators from the National Career Development Guidelines that will be used to develop program standards. When selecting indicators remember that:

   » The number of indicators that are selected will be comprehensive.

   » All indicators that have been given high average ratings will be seriously considered.

   » New indicators recommended during the needs assessment will be added only if the Steering Committee believes they are important.

4. Once indicators have been selected, standards need to be developed for each indicator. Use *Transparency 22: Indicators and Standards.*

   » An **indicator** describes a specific career development attitude, knowledge, or skill.

   » A **standard** describes how and at what level the indicator will be achieved.

   » **Sample Indicator.** Identify the diverse job opportunities available to an individual with a given set of occupational skills.

   » **Sample Standard.** Use at least three sources of career information to develop a list of at least three specific occupations related to their individual skills.

Session 3: Planning Activities-Cont'd

5. Have trainees turn to the Sequence of Delivery Form in Appendix B of the Local Handbook for their level. A sequence of delivery:

   - Describes when the standards will be delivered, e.g., at which grade level or at what point during the program experience.
   - Ensures that all standards will be addressed in a systematic way.
   - Provides direction for reviewing the existing program and designing new program activities.

6. When standards have been developed, they become part of the program plan and administrative endorsement is obtained to provide support for their implementation.

Group Activity: Establish Standards

1. Distribute *Handout 8: Sample Standards* and review the standards with the total group. Allow trainees to ask questions to clarify their understanding of standards.

2. Have trainees meet in the same groups by the level they have been in during previous activities.

3. Have them review the group averages for all of the indicators from their needs assessment and select the ones that they will use in their program. They should omit indicators only if they have a low average rating on *importance*. If any group member has developed a new indicator, the group may decide whether to include it.

4. Next have the group develop a standard for each of the indicators that they have selected. Have them work in pairs or trios to develop standards. When they have developed the standards, have them share them with the small group.

5. Finally, the group should decide on a sequence of delivery using a format similar to that found in the *Sequence of Delivery Form* in Appendix B of the Local Handbook for their level. This can be determined by grade level for elementary school, middle/junior high school and high school or at key program points (e.g., intake or orientation) at the adult level.

6. In the large group, have each group share their reactions to or ask questions about conducting needs assessment and establishing standards.

Session 4: Development Activities

Purpose: The purpose of this training session is to introduce the development activities and specific information related to conducting a program review, designing new program activities, planning evaluation, and identifying staff development needs.

Total Time: 3 1/2 hours

Development Overview

Time: 15 minutes

Goal: Give an overview of the development activities.

Lecture: Overview of Development Activities

1. Use *Transparency 23: Development Tasks.* Accomplish these main tasks during this step:
   - » Direct committees and subcommittees.
   - » Review the current program.
   - » Revise the program.
   - » Design evaluation.
   - » Identify staff development needs.
2. Ask trainees to turn to the page headed Summary of Development Tasks at the end of the Development Section in the Local Handbook.
3. Remind trainees that 6-8 months are typically required to complete these tasks, but timelines should be flexible depending on staff time, resources, and other organizational priorities.

Program Review

Time: 30 minutes

Goal: Introduce methods for reviewing current program.

Lecture: Program Review

1. After standards have been developed, they can provide a basis for conducting a program review.
2. The purpose of a program review is to determine how well your current program activities relate to the standards that you have established.
3. Use *Transparency 24: Program Review Questions.* Address the main questions of a program review:
   - » What processes and activities are being used to achieve each standard?
   - » What audience is being reached by these processes and activities?

Session 4: Development Activities-Cont'd

- » What are the strengths of the current program?
- » What areas need to be improved?
- » What are some recommendations for change?

4. Have trainees turn to the Career Development Program Review Form in Appendix B of the Local Handbook and scan the form. Indicate that this is a sample of a review form which they can modify to meet the needs of their own setting.

Group Activity: Sources of Program Review Information

1. Distribute *Handout 9: Program Review Information* and have trainees form trios.
2. Give the trios 10 minutes to brainstorm possible sources of program review information, e.g., interview staff or review curriculum guides. Have one member of each trio record the ideas.
3. Check to see which group had the most suggestions and give a prize to that group.
4. Reconvene the large group. Tell trainees to list ideas on *Handout 9* as each trio reports their list of sources of program review information. Ask reporters to avoid repeating ideas that have been given by another trio.

Designing Program Activities

Time: 90 minutes

Goal: Develop skills in designing program activities.

Group Activity: Identifying Program Development Resources.

Note to trainer: Either of the following options may be used for this activity. The purpose is to help trainees identify sources of information about program activities.

Option 1: Resource Panel.

Convene a panel of resource persons who can describe state and local program information resources. This panel can include resource persons such as state personnel (guidance, occupational information coordinating committee, post-secondary education, JTPA, vocational rehabilitation, state resource centers etc.), counselor educators, local staff (administrators, library and media center staff, curriculum consultants, and evaluation consultants), representatives of state and local professional associations, and other resource persons.

1. Distribute *Handout 10: Information about Program Activities.*
2. As the panel presents information, have trainees write down information for future use.

Session 4: Development Activities-Cont'd

3. Have panel members supply information about the following:

   » Model programs representing various levels and settings

   » Current, quality resource materials that are available at the state and local levels

   » Professional meetings held in the state

   » State career information delivery system(s), services, and training programs such as Improved Career Decision Making (ICDM) training

   » Information centers, resource labs, libraries, etc., that have such resources as the ERIC collection

Option 2: Group Resource Mixer.

1. Distribute *Handout 10: Information about Program Activities* to trainees.

2. Have trainees work individually to list one suggestion for each of the six categories on *Handout 10.* Also, have them estimate the total number of jobs that they have held in their life.

3. Round 1 of mixer (10 minutes): Designate four areas in the room representing the number of jobs held (1-3, 4-6, 6-9, 10 or more) and ask trainees to move to the area that relates to the total number of jobs he or she has held. When they get to that area, have them mix with others and share information that they have written on *Handout 10* and record new information that they receive from others.

4. Round 2 (10 minutes): Ask trainees to go to another area and repeat the process of sharing and recording information.

5. Round 3 (10 minutes): Ask trainees to go to a third area of the room and repeat the process of sharing and recording information.

Group Activity: Designing Program Activities

1. Have trainees meet in the same groups by level that they have been in for previous group activities.

2. Have trainees turn to the Activity Selection and Design Form in Appendix B of the Local Handbook. Ask them to select two of the standards that they developed and design an activity for each of the standards.

3. Have each group share their activities with the total group.

4. As a summary to the activity, have trainees turn to the Career Development Program Plan Form in Appendix B of the Local Handbook. Explain that the Career Development Program Plan will provide a master plan for the program which will guide implementation and evaluation.

Session 4: Development Activities-Cont'd

Evaluation Design

Time: 45 minutes

Goal: Develop skills in designing evaluation.

Lecture: Program Evaluation

1. The Steering Committee will be responsible for managing the evaluation process.

2. It is suggested that an Evaluation Subcommittee, comprised of Steering Committee members, other staff, and experts in program evaluation, be formed to manage the evaluation process.

3. Use *Transparency 25: Design Evaluation.* Designing evaluation includes defining the following:

   - Evaluation focus
   - Evaluation management plan
   - Information to be collected
   - Analyses and interpretation procedures
   - Reporting of the results

4. Review *Transparency 26: Evaluation Process* to indicate that both process and product evaluation need to be designed.

   - Product evaluation assesses the extent to which the program helped program participants attain the competencies as specified by the standards. It provides information needed to identify discrepancies between desired and actual individual performance.

   - Process evaluation reviews the program processes, structure, and schedule against the program plan. It addresses such questions as: Was the program fully implemented within the specified timelines? What problems were encountered in implementing the program? What changes are indicated based on the implementation experience?

5. Have participants turn to *Figure 8: Process Evaluation Questions* in the Local Handbook and have them review the questions that are listed. Note that process evaluation reviews the extent to which the *Career Development Program Plan* has been implemented.

6. Using *Transparency 26: Evaluation Process* again review the purpose of the product evaluation which is to compare individual achievement against standards.

Session 4: Development Activities-Cont'd

7. Use *Transparency 27: Product Evaluation Terms* to clarify the definitions of competencies, indicators, standards and measures.

   - » A competency is a broad career development goal.
   - » An indicator describes specific career development attitudes, knowledge, and skills.
   - » A standard describes how and at what level the indicator will be achieved.
   - » A measure is a specific method used to assess a standard.

8. During product evaluation, information will be collected about individual performance. The goal will be to use existing information that assesses performance. However, in some cases it will be necessary to design new measures.

9. Have trainees turn to *Figure 9: Sources and Methods of Data Collection* in the Development Section of the Local Handbook. Review the sources and methods of collecting information about performance on career development standards.

   As you review these, ask trainees to give some examples of each that are available in their program:

   - » Standardized career development instruments
   - » Locally developed career assessment measures
   - » Follow-up studies
   - » Interviews
   - » Diaries and journals
   - » Checklists
   - » Observations
   - » Simulations
   - » Role-playing situations
   - » Paper and pencil tests
   - » Planning forms

10. When existing measures are not available, new measures will need to be developed by the evaluation subcommittee or other designated group. When designing measures, it will be helpful to:

    - » Design measures in conjunction with program activities.
    - » Modify existing measures when possible.
    - » Develop measures that assess a cluster of standards when possible.

Group Activity: Designing Measures

1. Have trainees meet in the same groups as the prior activity.

2. Have trainees turn to the Measure Selection and/or Development Form in Appendix B of the Local Handbook. Ask them to design measures for the same standards for which they developed program activities.

Session 4: Development Activities-Cont'd

3. When the groups have designed their measures, have each group share their activities with the total group.

Team Activity: Evaluation Planning

1. Have trainees meet in local Steering Committee teams.
2. Distribute *Handout 11: Evaluation Planning.*
3. Ask the teams to brainstorm each question on the handout trying to generate as many ideas as possible. Have one team member record the ideas for the team.
4. Have each team share two sources of process evaluation information and two sources of product evaluation information with the large group.

Session 5: Implementation Activities

Purpose: The purpose of this training session is to introduce the implementation activities and provide specific information related to conducting staff development, monitoring program implementation and using evaluation results.

Total Time: 1/2 hour

Time: 30 minutes

Goal: Give an overview of the implementation activities.

Lecture: Overview of Implementation Activities

1. Use *Transparency 28: Implementation Tasks* and review the main tasks during this step --
   - » Involve committees and subcommittees in implementation.
   - » Conduct staff development.
   - » Monitor program implementation.
   - » Evaluate and use results for program improvement.
2. Ask trainees to turn to the page headed Summary of Implementation Tasks at the end of the Implementation Section in the Local Handbook. Review the following information about these tasks with trainees.
3. Involve committees:
   - » The Steering Committee will continue to have overall management and coordination responsibility.
   - » The Program Design Subcommittee will refine the delivery of activities.
   - » The Evaluation Subcommittee will coordinate implementation of the evaluation plan.
4. Staff development:
   - » Using *Transparency 29: Staff Competency Areas,* review the staff competency areas including counseling, information, individual and group assessment, management and administration, consultation and special populations.
   - » Have trainees turn to the Staff Competencies section in Part I of the Local Handbook and review the competencies.
   - » Ask trainees to turn to the Self-Assessment of Staff Development Needs Form in Appendix B of the Local Handbook. Suggest that this type of form can be used to help identify staff development needs, develop individual plans and arrange staff development experiences.
   - » Ask trainees to turn to *Figure 10: Staff Development Activities* in the Local Handbook and review the types of activities listed.

Session 5: Implementation Activities-Cont'd

5. Monitor program implementation:

   » The management and program schedule sections of the Career Development Program Plan provide a basis for monitoring program implementation.

   » The Steering Committee will want to develop specific monitoring procedures to support communication, identify problems and develop solutions.

6. Evaluate and use results:

   » The evaluation subcommittee will monitor the implementation of the evaluation plan.

   » An *Individual Career Plan* such as the one shown in Appendix B of the Local Handbook can be used to monitor individual achievement of the standards.

   » Use *Transparency 30: Evaluation Report.* An evaluation report will be developed and used with key groups to obtain further program support. It will address such questions as:

   What were the participant achievement levels on the career development standards?

   Were the program structure and activities fully implemented on schedule?

   What are the strengths and weaknesses of the program?

   What are the priorities for program improvement?

7. Remind trainees that 12 months are typically required to implement the program, but timelines should be flexible depending on staff time, resources, and other organizational priorities.

Session 6: Develop a Steering Committee Management Plan

Purpose: To give local steering committees the opportunity to use the information from training sessions to develop a management plan.

Total Time: 2 hours

Lecture: Management Plans

1. Distribute *Handout 12: Summary of the Implementation Strategies.*
2. This training workshop provided an overview of the National Career Development Guidelines Local Handbook including the guidelines' content and steps in the implementation process.
3. The training activities have been intended to help you develop skills in using the implementation strategies to improve your current program.
4. The implementation process requires at least two years and involves three steps--planning, development, and implementation.
5. It will be helpful to develop a steering committee management plan that specifies tasks and activities that the steering committee and subcommittees will complete. *Handout 12: Summary of Implementation Strategies* summarizes these tasks and activities.

Team Activity: Developing a Steering Committee Management Plan

1. Distribute *Handout 13: Steering Committee Management Plan.*
2. Have the local steering committee teams meet to work on their plan. Suggest that they set the goal of describing tasks and subtasks for the *Planning Tasks* as listed on *Handout 12.*
3. Encourage teams to use the information from various team planning activities which they completed during the workshop to develop their plan.

Session 7: Workshop Wrap-up and Evaluation

Purpose: To clarify final questions from trainees and evaluate the training workshop.

Time: 1 hour

Group Discussion: Questions, Forms and Certificates

1. Ask trainees if they have any final questions about:
   - » The National Career Development Guidelines products
   - » The Steering Committee Management Plan
   - » How to contact resource persons
   - » Other concerns
2. Finalize arrangement for continuing education credit by signing forms.
3. Distribute certificates of attendance to trainees.

Individual Activity: Workshop Evaluation Form

1. Distribute *Handout 14: Workshop Evaluation Form.*
2. Clarify instructions for completing the instrument.
3. Tell trainees this is the final activity; they may leave when they have completed the instrument.
4. Thank the trainees for attending the training workshop.

HANDOUTS

HANDOUT 1

GOALS OF THE TRAINING WORKSHOP

1. Learn to use the National Career Development Guidelines products.
2. Understand the basic concepts related to career development and to career guidance and counseling programs.
3. Be familiar with the National Career Development Guidelines competencies and indicators.
4. Understand the National Guidelines' program implementation strategies.
5. Conduct team-building to help the steering committee function more effectively.
6. Increase motivation and interest in using the National Career Development Guidelines to improve programs.
7. Identify resources that can support program improvement.
8. Develop an implementation management plan for using the National Career Development Guidelines for program improvement.

HANDOUT 2

INITIAL PROGRAM REVIEW

1. Does our program have a clearly stated mission?

2. Does our program have standards that specify the career development outcomes that will result from the program?

3. Does our program use comprehensive program processes that specify activities, audience, staff, and schedule?

4. Does our program have an effective program structure including leadership, staffing, facilities, budget and management plan?

5. Does our program have a master schedule to support the timely, coordinated delivery of program activities?

6. Does our program include systematic evaluation procedures that provide information used for program improvement?

HANDOUT 3

PROGRAM BENEFITS

Trend	Problems Concerns	Program Benefits
Changing Population		
Changing Workplace		
Family Involvement		
Program Excellence		
Program Articulation and Coordination		

HANDOUT 4

BENEFITS SUMMARY

Research affirms that a comprehensive program in combination with other interventions is effective in providing the following benefits.

Changing Adult Population	Increased completion rates Higher self-esteem and self-concept Better social adjustment Improved job-related literacy
Changing Workplace	Better understanding of the relationship between training and employment More competent decision-making Improved information-seeking and information-using skills Greater awareness of changes in the world of work Greater independence in decision-making Better job-seeking skills More successful career transitions
Family Involvement	More effective coordination of work and family roles Increased involvement of family in career planning
Program Excellence	Improved basic skills achievement Increased appreciation for the value of education and training Increased motivation resulting from personal career goals Increased willingness to participate in training Achievement assessed regularly Program components evaluated in relationship to outcomes
Program Articulation and Coordination	Career development outcomes clearly communicated across organizations Reinforcement of outcomes in programs at different levels Reduced duplication of services Increased coordination of benefits

HANDOUT 5

READINESS CHECKLIST

___ 1. We are aware of state-level activities related to career development guidelines or standards.

___ 2. Our administration endorses the implementation strategies.

___ 3. Our program staff endorses the implementation strategies.

___ 4. We have appointed a program coordinator.

___ 5. We have appointed a steering committee and are providing training for its members.

___ 6. We are willing to appoint an advisory committee to provide input and review.

___ 7. We are willing to provide adequate time for the coordinator, steering committee, advisory committee and other staff to complete the implementation strategies.

___ 8. We are willing to allocate financial resources to support implementation.

___ 9. We are willing to provide inservice training for our staff to support implementation.

___ 10. We are willing to identify and use outside resource persons (e.g., state agency staff or counselor educators) to support implementation.

HANDOUT 6

ORGANIZING COMMITTEES AND SUBCOMMITTEES

1. **Steering Committee --**

   Do we need to add members to the steering committee? If yes, who do we want to add?

2. **Advisory Committee --**

   Do we want to use an existing advisory committee or form a new committee?

   Who will represent the following groups on the advisory committee: management, staff, program users, public and private organizations, state-level personnel and counselor educators?

3. **Needs Assessment Subcommittee --**

   Designs, conducts, and analyses needs assessment information prior to improving the program.

   Who do we want to serve on the needs assessment subcommittee: from the steering committee, others from our organization, and others from outside of our organization?

4. **Program Design Subcommittee --**

   Reviews current program and develops new activities to strengthen the program.

   Who do we want to serve on the program design subcommittee: from the steering committee, others from our organization, and others from outside of our organization?

5. **Evaluation Subcommittee --**

   Outlines, develops, and implements the program evaluation plan.

   Who do we want to serve on the evaluation subcommittee: from the steering committee, others from our organization, and others from outside of our organization?

HANDOUT 7

NEEDS ASSESSMENT PLANNING

1. **Identify the respondents**

   - » Which groups will be assessed (administrators, instructors, counselors, other staff, parents, program participants, others)?
   - » How will these groups be sampled?
   - » Based on our expected return (e.g., 50%, 65%, etc.), how many people do we need to have in the sample?

2. **Finalize the needs assessment instrument**

   - » Does the recommended needs assessment instrument meet our needs? If not, how should it be modified?
   - » What alternative forms do we want to develop for specific groups? For example, simplify the items for students and clients by asking them to respond only to the importance of the indicators or simplify the language to be more easily understood.
   - » Will respondents be willing to respond to the entire instrument or should we divide the competencies into two instrument?
   - » How should we format the instrument so it is easy to score?

3. **Collect data**

   - » How will the instruments be administered? Will we use a different approach for different groups?
   - » Who will be responsible for administrating the instrument to each group?
   - » What is our time schedule for administration?
   - » How many follow-ups will we do? When should they be done? How will we do them (e.g., mail, telephone)?

4. **Analyze data**

   - » How will we determine what competencies and indicators were rated most and least important?
   - » How will we determine whether the results differed by group?
   - » How can we report the results to various groups?

HANDOUT 8

SAMPLE STANDARDS

ELEMENTARY SCHOOL - COMPETENCY II: SKILLS TO INTERACT WITH OTHERS

Indicator: Make positive statements about self and others.

Standard: During a classroom discussion about skills learned in school that might be used on the job, the student will be able to describe three skills that he or she has and three skills that another student in the class has.

MIDDLE/JUNIOR HIGH SCHOOL - COMPETENCY VI: SKILLS TO LOCATE, UNDERSTAND AND USE CAREER INFORMATION.

Indicator: Demonstrate skills in using school and community resources to learn about occupational groups.

Standard: When writing a report on an occupational group of interest to the student, he or she will use at least two written materials and one human resource to obtain information.

HIGH SCHOOL - COMPETENCY X: UNDERSTANDING THE INTERRELATIONSHIP OF LIFE ROLES

Indicator: Describe the ways in which occupational choices may affect lifestyle.

Standard: After an interview with a parent or friend, the student can describe one way in which the individual's job affects each of the following: family life, financial resources, relationships with friends, and leisure activities.

ADULT - COMPETENCY XII: SKILLS TO MAKE CAREER TRANSITIONS

Indicator: Describe strategies to use during transitions, approaches such as networks and stress management.

Standard: During an interview with a counselor, the dislocated worker will name three people that he or she can use for support and three positive activities that he or she can use to reduce stress during his or her career transition.

HANDOUT 9

PROGRAM REVIEW INFORMATION

What types of information can we use to conduct a review of our current program?

Ideas from My Trio...

Ideas from Other Trios...

HANDOUT 10

INFORMATION ABOUT PROGRAM ACTIVITIES

1. Specific program activities

2. Program materials

3. Exemplary programs to visit

4. Professional meetings to attend

5. Career information delivery system(s) and other State Occupational Information Coordinating Committee (SOICC) materials and services

6. Information centers, curriculum labs, or libraries that have resources and materials

HANDOUT 11

EVALUATION PLANNING

1. Which individuals have expertise that would be needed for the evaluation task force?

   From the steering committee?

   From our institution?

   From outside of our institution?

2. What types of information are currently available that can be used for process evaluation (e.g., program guides, staff position descriptions, staff time logs, program calendars, etc.)?

3. What types of information are currently available that can be used for product evaluation (e.g., individual career plans, classroom tests, staff observations, standardized tests, follow-up studies, etc.)?

HANDOUT 12

SUMMARY OF IMPLEMENTATION STRATEGIES

Planning Tasks (Months 1-6)

1. Form Committees
   a. Identify the steering committee
   b. Select advisory committee members
   c. Appoint subcommittees - needs assessment, program design, and evaluation
2. Conduct a needs assessment
   a. Identify respondents
   b. Finalize the needs assessment instrument
   c. Collect data
   d. Analyze data
3. Establish program standards
   a. Select competencies and indicators
   b. Establish standards for the indicators
   c. Develop sequence for delivery
   d. Document mission and standards
   e. Obtain management endorsement
4. Initiate evaluation planning

Development Tasks (Month 6-12)

1. Direct Committees
2. Review the current career development program
   a. Identify types of information needed
   b. Collect information
   c. Set program improvement priorities
3. Review the career development program plan
   a. Obtain new program ideas
   b. Design the improved program
   c. Document the improved program
4. Design the evaluation
   a. Outline evaluation tasks
   b. Identify process evaluation procedures
   c. Identify product evaluation procedures
5. Identify staff development needs

Implementation Tasks (Months 12-24)

1. Involve committees
2. Conduct staff development
3. Monitor program implementation
4. Evaluate and use results for program improvement
   a. Monitor individual achievement
   b. Determine effectiveness of the program
   c. Communicate strengths, needs, and benefits of the program

HANDOUT 13

STEERING COMMITTEE MANAGEMENT PLAN

Task	Subtasks	Person(s) Responsible	Timeline	
			Start	End

HANDOUT 14

WORKSHOP EVALUATION FORM

Training Location _____ Date _____

1. **Participant Information**

   Current Job Title _____

   Employment Setting: Elementary ___ Middle/Junior High ___

   High School ___ Post-secondary ___ Human Service Agency ___ Business ___

2. **Workshop Format**

   a. The amount of time allotted for each training topic was about right.
   Yes ___ No ___ (If no, please answer the following):

   Which topics should receive more attention?

   Which topics should receive less attention?

   b. Please rate the workshop trainer(s) on the following --

	Excellent				Poor
Knowledge of material	5	4	3	2	1
Preparation	5	4	3	2	1
Organization	5	4	3	2	1
Delivery	5	4	3	2	1

   c. What one or two recommendations would you make about improvement of the training materials or process?

(over)

Handout 14-Cont'd

3. **Workshop Outcomes**

As a result of this workshop --	Agree				Disagree
a. I better understand the purpose of the National Guidelines.	5	4	3	2	1
b. I have a clearer understanding of the concepts related to career development and career guidance and counseling programs.	5	4	3	2	1
c. I am more familiar with content of the National Career Development Guidelines.	5	4	3	2	1
d. I understand the tasks in implementing guidelines.	5	4	3	2	1
e. I feel that our steering committee will function better as a team.	5	4	3	2	1
f. I feel more motivated to implement the National Guidelines.	5	4	3	2	1
g. I have identified techniques and resources that I can use during the implementation.	5	4	3	2	1
h. I feel that our steering committee has developed a management plan that will support implementation.	5	4	3	2	1

4. **Workshop Follow-up**

As a follow-up to this training, I would like to have further information on the following --

a.

b.

c.

Thank you for your input and good luck
in your National Guidelines implementation activities.

The National Guidelines

Purpose:

The purpose of the National Career Development Guidelines is to stimulate the development of national, state, and local activities that result in improved programs.

National Guidelines
Uses...

- Strengthen career development programs at all levels
- Enhance the achievement of career development competencies
- Develop state and local career development standards
- Improve existing programs
- Support program evaluation

National Guidelines
Historical Background...

- National Career Development Association
- AVA Guidance Division
- State Guidance Supervisors
- Other Groups

National Guidelines
Development...

- National Leaders
- Practitioners
- Career Development Experts
- State Grants
- Local Pilot Sites

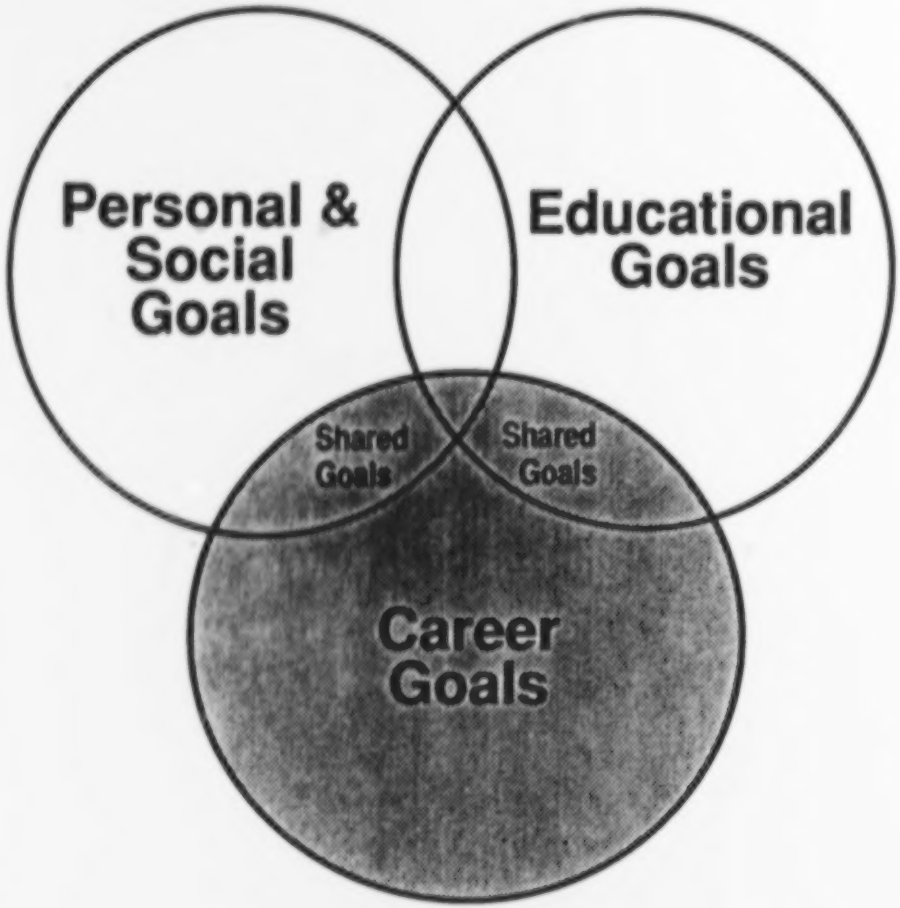
States Implementing the National Career Development Guidelines

Transparency 5 (17)

National Guidelines
Endorsements...

- AACD
- ACSCI
- ASCA
- AVA Guidance Division
- CCSSO
- NASCD/GS
- NASOICC
- NCDA

National Guidelines
Comprehensive Program Model



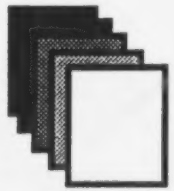
National Guidelines
Comprehensive Programs...

- Are identifiable but integrated with other programs
- Are articulated across levels
- Enhance career development competencies (outcome based)
- Use a variety of coordinated activities
- Have a defined structure
- Are accountable through evaluation

National Guidelines
Program Plan

- Mission
- Career Development Standards
- Program Processes--processes, activities, audience, staff and schedule
- Program Structure--leadership, staff, facilities, budget, and management plan
- Program Schedule
- Evaluation Plan

National Guidelines
Trends and Issues...



- Changing Population
- Changing Workplace
- Family Involvement
- Program Excellence
- Program Articulation and Coordination

National Guidelines
Content...

- Program Participant Competencies and Indicators
- Organizational Capabilities
- Personnel Requirements

National Guidelines
Competency Areas...

- Self-knowledge
- Educational and Occupational Exploration
- Career Planning

Transparency 12 (6)

National Guidelines
Organizational Capabilities...

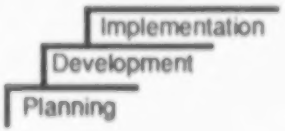
- Program Structure and Commitments
- Facilities
- Training and Materials

National Guidelines
Staff Competency Areas...

- Counseling
- Information
- Individual and Group Assessment
- Management and Administration
- Implementation
- Consultation
- Special Populations

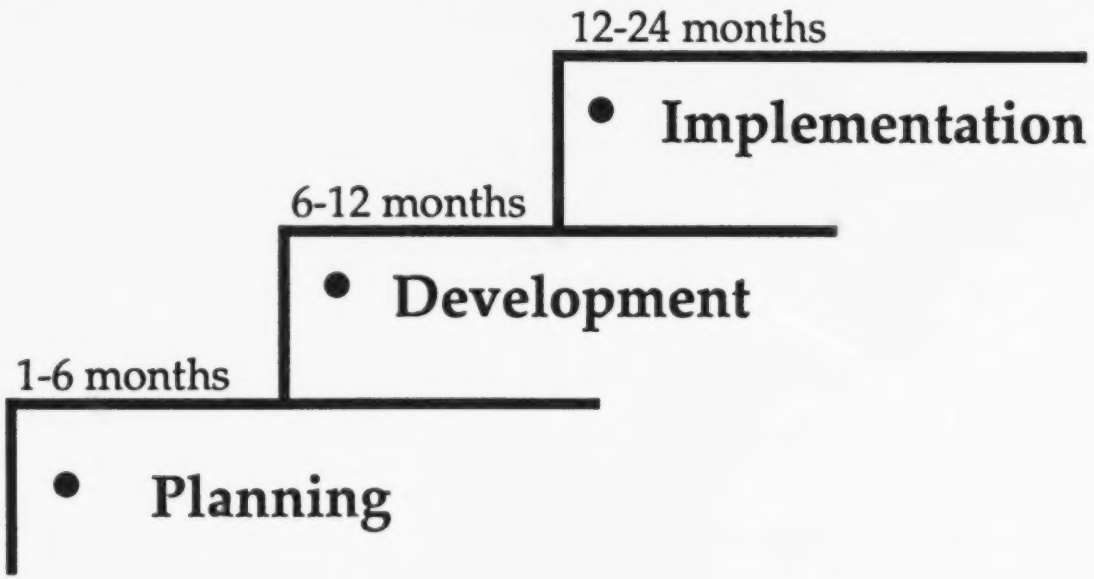
National Guidelines
Implementation Strategies

Advantages:

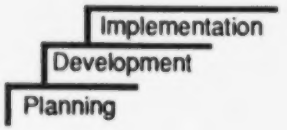


- Secure commitments and resources
- Strengthen staff expertise
- Team effectively
- Clarify roles and responsibilities
- Implement on a reasonable time schedule
- Involve key groups in the decision process
- Use resources effectively
- Evaluate the outcomes of the program

National Guidelines
Implementation Strategies

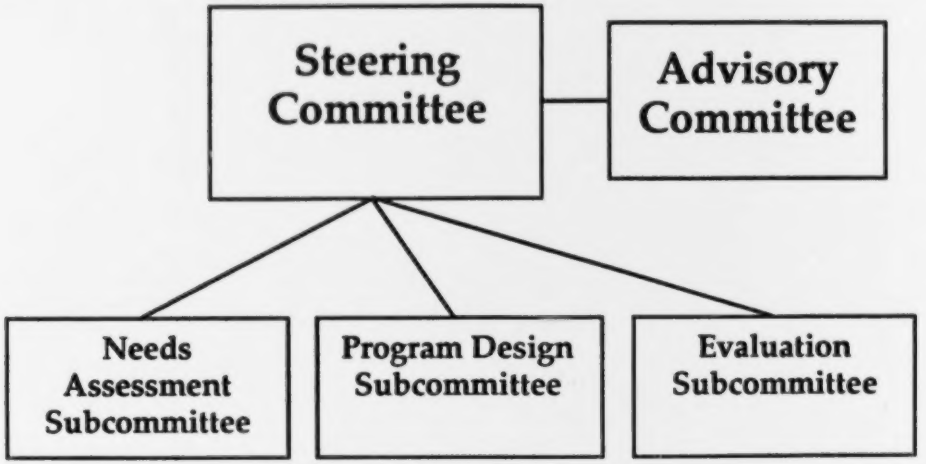


National Guidelines
Planning Tasks



- Form committees
- Conduct needs assessment
- Establish program standards
- Develop evaluation plan

Planning
Organizational Structure



Planning

Benefits of Needs Assessment

- Identify career development needs of students
- Provide information for program planning
- Provide information to help gain policy makers support
- Enhance the selection and implementation of activities

Planning Needs Assessment Tasks...

- Identifying the respondents
- Finalizing the needs assessment instrument
- Collecting data
- Analyzing data

Planning
Establish Standards Tasks...

- Select indicators
- Develop a standard for each indicator
- Develop a sequence for the delivery of the standards
- Document standards in the program plan
- Obtain administrative endorsement of the standards

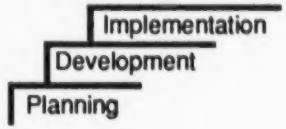
Planning
Indicators and Standards...

An ***indicator*** describes a specific career development attitude, knowledge, or skill. A ***standard*** describes how and at what level the indicator will be achieved.

Sample Indicator. Identify the diverse job opportunities available to an individual with a given set of occupational skills.

Sample Standard. Use at least three sources of career information to develop a list of at least three specific occupations related to their individual skills.

National Guidelines
Development Tasks...



- Direct committees and subcommittees
- Review the current program
- Revise the program
- Design evaluation
- Identify staff development needs

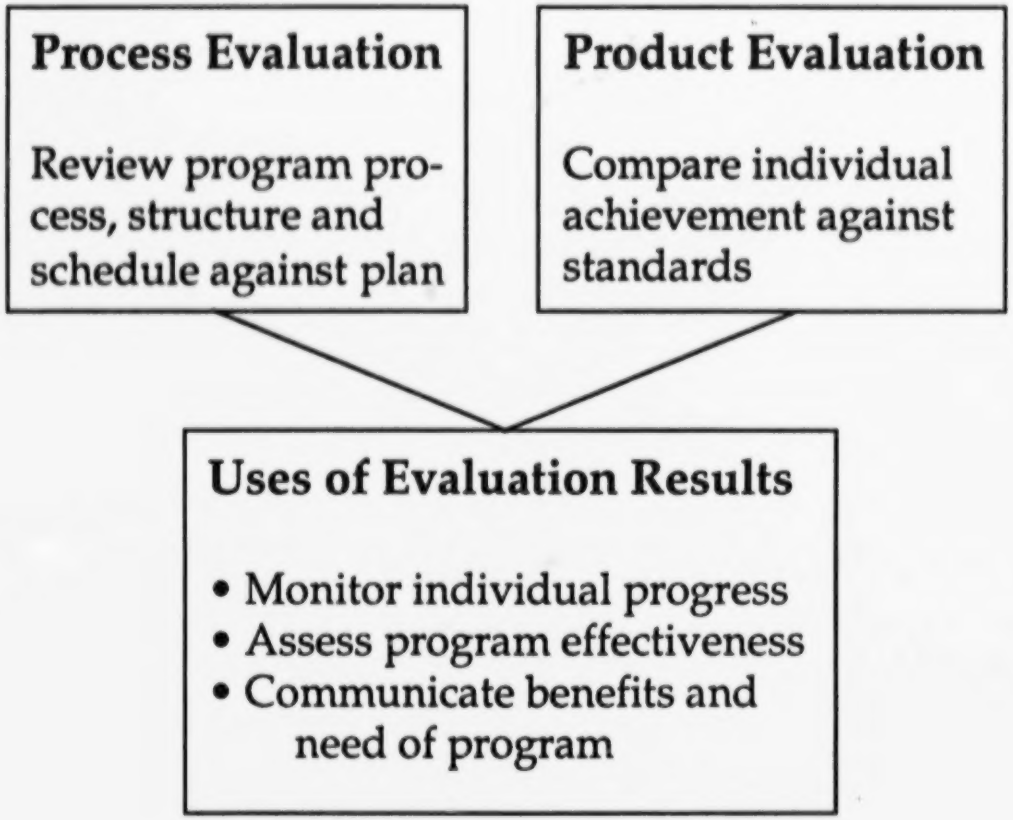
Development
Program Review Questions...

- What processes and activities are being used to achieve each standard?
- What audience is being reached by these processes and activities?
- What are the strengths of the current program?
- What areas need to be improved?
- What are some recommendations for change?

Development
Design Evaluation

- Evaluation Focus
- Evaluation Management Plan
- Information To Be Collected
- Analysis and Interpretation Procedures
- Reporting of the Results

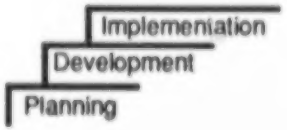
Development Evaluation Process...


Process Evaluation
Review program process, structure and schedule against plan
Product Evaluation
Compare individual achievement against standards
Uses of Evaluation Results
• Monitor individual progress
• Assess program effectiveness
• Communicate benefits and need of program

Development
Product Evaluation Terms

- A ***competency*** is a broad career development goal.
- An ***indicator*** describes a specific career development ability, knowledge, or skill.
- A ***standard*** describes how and at what level the indicator will be achieved.
- A ***measure*** is a specific method used to assess a standard.

National Guidelines
Implementation Tasks...



- Involve committees and subcommittees in implementation
- Conduct staff development
- Monitor program implementation
- Evaluate and use results for program improvement

Implementation
Staff Competency Areas...

- Counseling
- Information
- Individual and Group Assessment
- Management and Administration
- Implementation
- Consultation
- Special Populations

Implementation
Evaluation report will address...

- What were the achievement levels on the career development standards?
- Were the program structure and activities fully implemented on schedule?
- What are the strengths and weaknesses of the program?
- What are the priorities for program improvement?

THE NATIONAL CAREER DEVELOPMENT GUIDELINES PRODUCTS

The National Career Counseling and Development Guidelines: Community and Business Organization

The National Career Counseling and Development Guidelines: Postsecondary Institutions

The National Career Guidance and Counseling Guidelines: High Schools

The National Career Guidance and Counseling Guidelines: Middle/Junior High Schools

The National Career Guidance and Counseling Guidelines: Elementary Schools

The National Career Development Guidelines: Trainer's Manual